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ABSTRACT

This manual encourages teachers, business people, and administrators to create innovative local school/business programs by listing and describing American programs that have been proven successful. A directory describing the role of businesses in education is included. Additional comments and program descriptions are divided into three categories: administration/policy concerns, student development, and teacher development. Information on federal programs is also provided. (BJD)

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MIND JOGGERS

A GUIDE TO PROGRAM IDEAS FOR BUSINESS INVOLVEMENT IN EDUCATION

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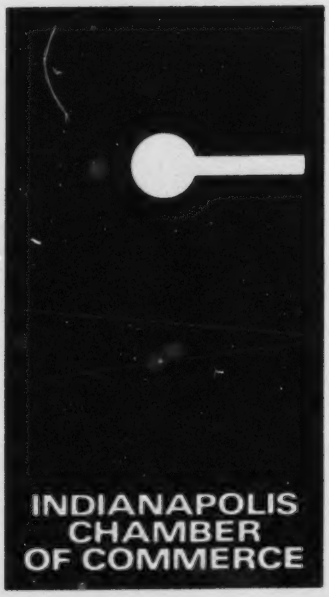

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PARTNERS IN EDUCATION
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THE PURSUIT OF EXCELLENCE

The beauty of a relay race. The baton passes from one teammate to the other. For one split instant, teammates who have worked together for months, perhaps years, run together in harness. Their strides match step for step in pursuit of excellence. They share in victory. It is an act of complete cooperation and involvement. It is people at their finest.

The race of athletes is only a few minutes in duration. You, however, have a chance to be part of a different type of race, a long race in pursuit of excellence in education.

Where do you start? How do you begin your program and set the pace? What can you and your partner achieve together?

MIND JOGGERS, a listing of projects from other cities with successful program activities, has been designed to jolt your imagination and spur you onto action.

Get your idea. Take off and run with it!

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INTRODUCTION

Partners-In-Education is an ambitious program. One whose broad scope is a true challenge. School business programs come in all shapes and sizes. There is no magic formula for success.

MIND JOGGERS has been compiled from reports and publications concerning successful school/business programs which are in progress around the country. Its purpose is to spur the imagination of teachers, business people, and administrators in developing innovative local programs. A directory has been placed at the beginning of this publication so that potential business partners can see what similar companies have initiated. Businesses are listed by Standard Industrial Classification.

Research indicates that projects tend to fall into one or more of three general categories: student development, administration/policy concerns, and teacher development. These categories are addressed in MIND JOGGERS, with an additional section highlighting innovative programs initiated with the help of federal funding.

The Indianapolis Partners-In-Education program is a joint venture between the Indianapolis Chamber of Commerce and the Indianapolis Public Schools. For further information, contact the Partners-In-Education staff, Indianapolis Chamber of Commerce, Education Department, 320 N. Meridian Street, ~~Suite 406~~, Indianapolis, Indiana 46204 (317~~-632-8031~~) 207-2926.

BUSINESS AND INDUSTRY DIRECTORY

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STUDENT DEVELOPMENT

"...At the hospital, I was able to play with the children, give them baths...I kept the medicine room clean and made sure they had supplies. I saw how nurses performed their duties regularly and persistently. At the Open Door Clinic, I have worked in the lab and, there, learned how to fill out S.D.A. forms and examination forms. I took blood pressures and learned the names of the instruments. All of this has given me the opportunity and enthusiasm that I needed and wanted..."

STUDENT, KENWICK, OREGON

"My work gave me much more of a chance to see what it is like to have real responsibility. It gave me a chance to feel needed and wanted. In almost all of my other classes, I would come and go and not think about the class in between. With this class, I couldn't help but think about it in between."

STUDENT, MINNEAPOLIS

"The business world cannot help but benefit from not only exposing young minds to its internal workings, but also being exposed to young ideas and attitudes."

PEAVEY COMPANY REPRESENTATIVE

September, 1973, was the beginning of a joint Bell System/ Central High School Career Education Program. The objective of this venture was to expose the students to the various types of jobs and people in a large corporation. Each participating student selected several "work locations" (jobs or departments) to visit during the trimester. A telephone company employee was assigned to each student at that work location. The employee was responsible for performing his job while the student observed. This was not a training session, merely an opportunity for the student to observe and question. - MINNEAPOLIS

AT&T Long Lines set up a high school career education program which exposed students to different types of jobs and people in their large corporation. Each student selected several different work experiences to observe. An AT&T employee was assigned to each student at his or her work location.
- MINNEAPOLIS

An apprenticeship program was created to place six Burke High School students in positions at N.E. Life, providing them with learning experiences that could lead to future employment. Placements were in such areas as the T.V. studio, the typewriter repair shop, the printing shop, the auditing department, and the research department. - BOSTON

A Federal Reserve Bank representative coordinated the placement of 42 disadvantaged students from South Boston High School into the Vocational Exploration Program (VEP) in the summer of 1977. VEP is funded through the National Alliance of Business.
- BOSTON

In a joint effort with the University of Massachusetts at Boston, State Street Bank provided a group of 18 Roxbury High School sophomores with an orientation to the business world and college. In this on-going program, students are offered part-time jobs at the bank (including summer), and, upon graduation, will be accepted into an undergraduate program at the University.
- BOSTON

A Junior Achievement program was initiated at Boston's Burke High School. Fifteen to 20 students were brought together each week to organize and operate a J.A. company. Volunteers from N.E. Life served as advisors. The purpose of the program was to involve students in an experience to demonstrate first-hand the workings of the free enterprise system. - BOSTON

IBM sponsored seminars for students to teach them job-seeking skills, resume writing, grooming, etc. Then they set up a training workshop for other business participants on how to conduct similar seminars in other schools. - MINNEAPOLIS

Taft High School teachers asked that Shillito's personnel observe a class one day, in preparation for teaching English and Math classes the next -- in English with sessions on memo writing, letter and advertising copy writing; in Math on understanding credit, and on the computation skills needed in specific jobs (such as a buyer) at the firm. - CINCINNATI

Twenty students in South Boston High School's special education program have visited the Federal Reserve Bank several times to view a program using puppets to teach money concepts, and to introduce students to the world of work. The puppet show is now available to all Boston schools. - BOSTON

General Electric is designing a leadership training institute for students designated as leaders at Aiken High School.
- CINCINNATI

Shillito's offered a two-session individualized workshop on how to interview for jobs, and how to assess individual needs, wants, and capabilities. - CINCINNATI

Proctor & Gamble held a workshop on how to interview for jobs; over 100 Woodward High School seniors participated. - CINCINNATI

John Hancock Life Insurance Company sponsored a Bilingual Flexible Campus program for 45 students. Workshops designed to foster intercultural understanding were offered to students from East Boston High School, English High School, and Brighton High School. Participants were primarily Hispanic, Italian, and Chinese. - BOSTON

Three hundred twenty-nine Boston High School students attended a two-hour session on health awareness, covering topics of student concern. The sessions were conducted by the Prudential Insurance Company's medical director and the school nurse. - BOSTON

A local realtor sponsored a two-Saturday mini-course at a university for 4th - 8th graders from the Talented and Gifted program, with speakers covering subjects such as geophysics. At the same time, he offered courses for parents on parenting. Five hundred children and over 300 parents attended. - DALLAS

Eight South Boston High School students in 11th and 12th grade business shorthand classes spent two four-hour sessions at the Federal Reserve Bank. They were able to explore firsthand the job duties, skill requirements, and responsibilities of a secretary. - BOSTON

Two hundred fifty 9th graders and 25 faculty members from Boston Technical High School attended a full-day workshop held at Tufts University. Students were involved in a simulated decision making process concerning the nature and placement of a power plant, and learned about advantages and disadvantages of various energy sources. Edison Electric Institute's previously developed educational simulation game, "Energy Environment", was used during the program. - BOSTON

Five hundred thirty-two 9th and 10th graders from Dorchester High School were exposed to a one-session program which, through slight-of-hand demonstrations, introduced students to the use of optical fibers for communications, the use of plastics in the telephone industry, and scientific and social developments which have helped the Bell System grow to its present technological status. - BOSTON

Kroger is working with teachers in all grades to expand the nutrition units which already exist. They have visits and tours when possible, and use the school's videotaping capacity, with student involvement, to produce curriculum-related shows for the classrooms. A Kroger executive was asked to be the speaker for the 6th grade graduation ceremony. - CINCINNATI

Withrow High School asked Milacron and Woodward High School asked Proctor & Gamble for real drafting projects for students to work on, rather than textbook cases. Students' work could then be compared to the actual plans. - CINCINNATI

General Mills has math and science honor students working one half day per week for an entire school year, focusing on chemical research projects in the research laboratories. Some of these students are hired as full-time workers during the summer, to serve as replacements for employees on vacation. - MINNEAPOLIS

Kroger is participating in sponsoring a summer session for outstanding students at Washington Park Elementary School, an inner city school. - CINCINNATI

Southwestern Life Insurance Company's personnel people have developed innovative programs which relate reading and math skills at the junior high level to needs of business. - DALLAS

Twenty-three 12th graders at Boston Latin Academy attended a seven-session basic programming course which included a review of the basic language, sessions on loops, subroutines and arrays, a programming workshop, and a trip to the IBM Data Center, where final projects were run on a computer. - BOSTON

Insurance concepts and policies, as well as career opportunities within the insurance industry, were offered through a John Hancock Life Insurance Company course to 40 9th graders at English High School. - BOSTON

Three Hyde Park High School students and one teacher enrolled in college-level courses under American Institute of Banking Scholarships. The students were sponsored by the First National Bank. - BOSTON

Boston Gas, Traveler's Insurance, and Simmons College jointly delivered a five-part program on job hunting to all Boston high school seniors. - BOSTON

One hundred twenty 12th graders from Roxbury High School in math and economics courses learned about the dynamics of a bank and the processing of a check from the time it is written to the time it is paid. They also studied the functions performed and skills required by N.E. Merchant's Bank employees. - BOSTON

Sears brought in employee, Jesse Owens, as an inspirational speaker. They provide vans for trips which fit in with school topics, and bring company speakers into the classroom. - DALLAS

On a visit to a bank by the staff of Withrow High School, a foreign language teacher found a German exchange employee and invited her into the classroom for a valuable session in German language and culture. - CINCINNATI

Chelsea Moore, a construction company, took several employees to Pleasant Hill Elementary School. Carpentry, roof shingling, and other construction activities took place in the classrooms to expose students to actual tasks performed by construction workers. - CINCINNATI

Beck Construction Company took youngsters (grades 4 - 6) on tours of construction sites, drew plans for and laid out a garden at the school, and helped the students with tilling and planting. This year they are building a greenhouse, with students and teachers involved every step of the way. They relate everything they do to reading and math principles. They hold an annual awards day for a student essay contest. The first year theme was on the company slogan, "Pursuit of Excellence", the second year was on, "I can if I think I can". Forty parents came to the awards day the first year, with a full house the second year. They met the Chief Executive Officer, who handed out copious awards: savings bonds, trophies, ribbons, and certificates. - DALLAS

Boston Gas and Traveler's Insurance Company, business partners of Jamaica Plain High School, each sponsored one student to participate in the Close-Up Program: a one-week field trip to Washington, D.C., which allows students to see politics in action through attending briefings, seminars, and discussions with key figures in government. - BOSTON

State Street Bank designed and implemented a computer course called, "Introduction to Computer Data Processing". Students at Roxbury High School were taught the fundamentals of computer data processing and were introduced to career opportunities in the field. - BOSTON

Business students in merchandising classes at South Boston High School participated in an in-plant and in-school program designed to provide insight into the major functions of the manufacturing industry. Presentations by Gillette included product development and marketing strategies, manufacturing and distribution tours, and the role of the sales representative. - BOSTON

Eighty Brighton High School students from all grades have participated in plant visits at Honeywell. A systems manager guides students through the manufacturing area, explaining the tasks performed by employees and the skill requirements for different occupations. A workshop on career paths and job opportunities follows the tour. - BOSTON

Approximately 50 students from an Introduction to Business class toured Blue Shield's operation areas. Students observed regular and government business. Employees demonstrated the operation of CRT's, Data Entry Terminals, adding machines, and microfilm equipment. - BOSTON

Speakers from N.E. Mutual Life Insurance Company presented special programs at Burke High School. Lawyers, graphic designers, and sales promotion specialists spent several days at the school presenting information on their special areas. - BOSTON

One thousand eight hundred twenty students from Boston's high schools attended a one-day Career Awareness Day at Roxbury High School. Co-sponsored by N.E. Merchant's National Bank, 90 business representatives were recruited to talk to participating high school seniors. - BOSTON

Sixteen seniors from East Boston High School worked for three hours a day, five days a week in internships developed by the Massport Company. Student career interests were matched with future job opportunities: airport administration at South Terminal Corporation, sales and marketing at the Hilton Inn, and interpreter and flight attendant at Travelers' Aid Society. - BOSTON

Twenty-two Hyde Park High School students were hired under First National Bank's work-study program. Eleven of the 22 were transferred to full-time status upon graduation. - BOSTON

Twenty Boston High School students in grades 10 - 12 worked on a part-time basis at the Prudential Insurance Company. Participating departments included: distribution, data processing, treasury, accounting, underwriting, and group insurance. - BOSTON

Employment opportunities in government, public service, and business and finance professions were provided to 400 students from Boston Latin Academy. Co-sponsored by Wellesley College and the Federal Reserve Bank, two Career Workshops led by Boston Latin alumni were held. - BOSTON

Several students from Southwest High School and Central High School are involved at Honeywell in accounting, office, and clerical positions. The office and clerical students are a part of an administrative support group for the engineering department. Previously, a clerical student was working in the Personnel Department. - MINNEAPOLIS

The Job Opportunities for Youth (JOY) Program is a massive co-operative effort to place 16 - 21 year old student in summer jobs throughout the Dallas area. It is a joint project of the City of Dallas, Office of Human Development, Dallas Independent School District (DISD), the National Alliance of Business, and the Texas Employment Commission. Office staff is provided by the City of Dallas. Staff support and training sessions are provided by counselors from DISD and the National Alliance of Business. Jobs are developed for students in both the public and private sectors. Each student participating in the program is required to attend a "Job Readiness Seminar" in which basic plans for finding and getting a job are taught. JOY placed over 600 students in summer jobs. - DALLAS

Fox and Jacobs has targeted their educational involvement on math tutoring for elementary school students. Their approach has been to concentrate on student attitudinal change and downplay the results. This has been an effective method, as their targeted school went from 23rd to 2nd in achievement! They cite teacher and volunteer enthusiasm as the key to success. - DALLAS

IBM has national restrictions on many forms of involvement, but encourages employees to volunteer time. They supply 12 tutors to a junior high school in three groups of four. Each adult works with four students. If a child is absent, a tutor's time is not wasted; and, if an adult is away, the other adults carry on. They work with Special Education students, using a functional literacy workbook, which provides an innovative base from which to teach. - DALLAS

Piloted in 1976 by the First National Bank, 100 Hyde Park High School students have been trained as reading tutors to work with elementary and middle school students. Since its inception, it has been coordinated into the program of School Volunteers for Boston and spread to the South Boston High School, Roslindale High School, and Brighton High School districts.
- BOSTON

Fidelity Insurance Co. employees give violin lessons, art instruction, drama coaching, and essay-writing lessons in "Fabulous Friday's" programs for two hours at the end of each school week.
- DALLAS

As one area of company involvement in the educational system, Beck Construction Company has conducted clothing and book drives for local schools. - DALLAS

Munsingwear provides speakers for classes, prints, and publishes the school yearbook and a special issue of the school newspaper. They held a student arts and crafts festival in the Munsingwear cafeteria, awarding prizes for outstanding student work. There was good student interaction with employees, who, incidentally, complained of the short duration of the festival. - MINNEAPOLIS

Honeywell took examples of tabulations, letters, memos, rough drafts, etc., and compiled them into a workbook for high school typing classes. Included were the kinds of errors secretaries often find on the job. - MINNEAPOLIS

The New England Telephone Company public relations supervisor has acted as an advisor to 15 students involved in the operations of the Dorchester High School newspaper. Students have received technical assistance and advice in the development, style, layout, and format of the school newspaper. - BOSTON

Blue Shield printed the Occupational Resource Center's Student Handbooks for the 1976-77 school year and a descriptive recruitment brochure for the 1977-78 school year. - BOSTON

One hundred Charlestown High School students' artwork was exhibited at Liberty Mutual, where employees cast ballots to determine the best work in weaving, printing, drawing, paper sculpture, and abstract designs. The company prepared certificates for the winners. - BOSTON

Artwork by Hamilton High School students was exhibited in the First Wisconsin Bank Center Galleria. A summer art school scholarship sponsored by the bank was awarded to the student with the best work. - MILWAUKEE

X Company got behind a junior high school carnival and brought in two Dallas Cowboys. One thousand one hundred students attended. The event raised money for school projects. At a later date, 200 - 300 parents came to Parents Night, when the subject was "Volunteers in Our School". - DALLAS

Collins Radio Group of Rockwell International and the National Alliance of Business coordinate a career awareness program for 9th graders. Thirty-six area businesses provide employees to staff booths in school cafeterias during lunch periods. They talk to interested students concerning prospects and requirements for particular careers. This annual project emphasizes the need for youth to remain in school. - DALLAS

Copley Square High School's Sports Award Night was held at Shawmut Bank, with over 100 participants and guests. In addition to facilities and refreshments, the bank donated 4 seats to a Boston Red Sox game. - BOSTON

Shawmut Bank sponsored a Bilingual Careers Day at Copley Square High School. All interested students from the Boston Public Schools were invited to attend. - BOSTON

Massport Company was successful in identifying and transporting $33,170 worth of surplus equipment for short-term use in the Mario Umana Medical Technology Program. - BOSTON

AT&T reviewed Stanton High School and Pine Forest Elementary School's internal communication needs and provided planning assistance to overcome problems in these areas. - JACKSONVILLE, FLORIDA

The St. Regis Paper Company has offered use of the company computer to Jackson High School and has helped make physical improvements to the school grounds. Electrical students at Jackson have gone into the field with company electricians for career exposure. - JACKSONVILLE, FLORIDA

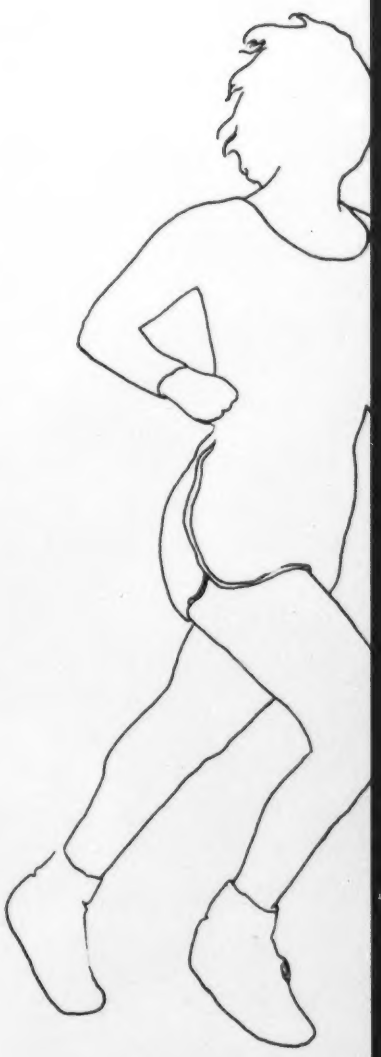
ADMINISTRATION/POLICY CONCERNS

"We are after excellence and accountability. We are requesting enhancement of skills and knowledge for our youth. In the final analysis, these objectives are what the educational budget is all about...We believe it is incumbent upon the Board to lead an aggressive program to place education of Wichita youth in the top brackets of educational output in the United States."

ROBERT M. BEREN, VICE PRESIDENT OF PUBLIC AFFAIRS, WICHITA CHAMBER OF COMMERCE

"We teach about work in the classroom or put students in social outreach programs, but real work for most people is in the plants and the factories and is excluded from the educational process."

LARRY SAWYER, COMMUNITY CIVIC AFFAIRS MANAGER, GENERAL MILLS, INC.



Officers of Massport Company served on the East Boston High School Task Force for Desegregation in efforts to improve inter-district collaboration. The Task Force developed a plan to voluntarily desegregate East Boston High School through the establishment of a magnet business education program and an expansion of the magnet machine shop programs. - BOSTON

The Aviation Development Panel of Mario Umana Harbor School meets monthly to establish objectives for the school's curriculum. Massport Company and Massachusetts Institute of Technology representatives serve on the panel to: (1) assist faculty in addressing problems that cannot be handled through the system; (2) assess the worth of certain equipment as it relates to the students' further understanding of aviation; and, (3) review the overall curriculum to ensure that it meets the needs of the program while accomodating a wide range of learning skill levels. - BOSTON

The Dallas Chamber of Commerce contacted over 700 business firms in the Dallas area. The project purpose was twofold: to have articles printed in company publications and to distribute literature prepared by the Dallas Independent School District to company employees concerning school desegregation. - DALLAS

Dallas schools requested donations for magnet school promotional efforts. Their direct mailing effort netted over $100,000. These funds were utilized for the production of initial recruitment materials, which included a film on magnet schools and professional brochures. - DALLAS

The Dallas Chamber of Commerce staff developed a special supplement to its monthly membership bulletin, D REPORT. The supplement was dubbed the D REPORTCARD (Dallas report-card) and became an integral part of the monthly Chamber publications mailed to its members. - DALLAS

Local realtors in Dallas cooperated with area schools to develop profiles of each school and its surrounding neighborhood. Brochures were developed, highlighting the schools' enrollment, staff, special curriculum areas, feeder system, programs, and unique features. Neighborhood information such as housing stock, population distribution, shopping and business availability, and recreational and cultural offerings was also included. The brochures have proven to be valuable selling tools for realtors and profitable public relations pieces for the schools. - DALLAS

Tenneco began work in 1978 with several national education groups to show how much energy could be saved by schools without resorting to expensive technology. The Schoolhouse Energy Efficiency Demonstration (SEED) program picked 20 representative

schools and sent staff to audit energy use and losses. The auditors presented school administrators with a detailed cost/benefit analysis of energy related alterations. At one school, students were trained by Tenneco staff to perform the audit themselves and to learn firsthand about energy concerns. Tenneco also published a teacher's guide for incorporating energy issues into the school curriculum. Results of the project to date have been most favorable - the average school studied could realize energy savings of 48.6% without major capital outlays. - DALLAS

The business community, through the Dallas Chamber of Commerce, was involved in the planning and endorsement of education reforms. The planning group stressed the need for quality education and pushed for legislation favorable to the long range goals of the Dallas Independent School District. The following legislative proposals were endorsed by the Chamber:

1. Reform public school financing to provide more equitable distribution of funds and improve subsidy appropriations to local districts affecting enrichment programs.
2. Reform administration of the property tax system by establishing statewide standards and criteria for appraisers and consolidation of appraisal offices.
3. Require a course in the American economic system in all public schools as a prerequisite for high school graduation.
4. Establish a minimum education achievement accountability standard in public schools.

- DALLAS

Peavey Company has developed an economics curriculum and work programs for local junior and senior high schools. Cargill, an early supporter of action learning, has developed a slide show and explanatory materials for students, parents, and staff. - MINNEAPOLIS

Control Data Corporation developed a computer simulation program to help show students what decisions and activities are involved in various career areas. This program is now used in the local school system's career center. - MINNEAPOLIS

Allis-Chalmers hosted a day-long session for the entire faculty of Custer High School. Teachers, counselors, and administrators toured the plant in the morning and then broke into specialized groups for the rest of the day. The groups discussed business and industrial concepts that related to specific educational areas, as well as general policy issues, to help the school be more responsive to the needs of business. - MILWAUKEE

In St. Paul, Minnesota, school officials sought the assistance of the community to operationalize a policy decision to provide business and economic education to secondary school students. The response to this need was truly cooperative. St. Paul Public Schools committed the development of a learning center. The St. Paul Area Chamber of Commerce jointly sponsored the program with the school system. 3M Company provided seed monies for the center, and St. Paul Companies, Incorporated provided

volunteer resource personnel. Any senior high school student, who is interested in learning about economics, business, and business courses, may sign up for admission. In addition to providing much needed (and appreciated) information, the center has become an integral part of the school district's desegregation program. - ST. PAUL

TEACHER DEVELOPMENT

"As an individual, this (Economic Education Program) will enable me to speak more intelligently to my peers. As a teacher, I can better prepare my students for the business world."

A DALLAS, TEXAS TEACHER

"From my first day in the (Ryerson Summer) program, I sensed that the people at Ryerson were not trying to hide anything from me or give me only a one-sided picture of business. If the company truly wants to influence the attitudes of teachers, who by nature are a very independent and skeptical lot, then this element of honesty and openness is crucial."

A CINCINNATI, OHIO TEACHER

"In school, a student is a passive learner. He is not forced to make sense of what he's taught. On the job, he is forced to take an active role in learning."

DIANE HEDIN, MINNEAPOLIS SCHOOLS

An institute for 50 teachers held during the summer dealing with interpersonal and interracial relationships, and sex stereotyping was sponsored by Proctor & Gamble for Woodward High School teachers. - CINCINNATI

Educators in Industry, a 30 hour, in-depth exposure to industry, was offered to Aiken High School teachers by General Electric. - CINCINNATI

A seminar for teachers on understanding economics and teaching resources available in Cincinnati was conducted for Woodward High School teachers by Proctor & Gamble. - CINCINNATI

John Hancock Life Insurance Company sponsored 25 English High School faculty members' participation in workshops on remedial reading. These were held at the University of Massachusetts, Amherst. - BOSTON

First National Bank sponsored summer workshops for members of the Hyde Park High School Guidance Department. Working with the guidance staff from the Central High School Department, the counselors conducted a total review of the guidance department of the school. - BOSTON

Fourteen Dallas Independent School District (DISD) teachers completed the first seminar course for the Private Enterprise Education Program (PEEP), sponsored by the Dallas Federation of Chambers of Commerce, the Seagoville Chamber of Commerce, DISD, and the Center for Economic Education at North Texas State University. This first class of PEEP graduates participated in an intensive two-week course, covering the free enterprise system so that they can better teach the workings of the American economic system in the classroom. - DALLAS

Tours of Gillette's machine and sheet metal shops have been conducted for South Boston High School trade teachers so that they might update their curriculum, making it more relevant to the needs of industry. - BOSTON

Six Charlestown High School math, business, and career education teachers met with Liberty Mutual Insurance Company personnel and received advice on computer equipment needed to teach entry level computer job skills. They also explored course material for computer techniques. - BOSTON

Bell System career education materials, which come in the form of films or games, have been used in many Dorchester High School classes. These materials include a wide variety of offerings, such as, "Anything You Want to Be", and, "Women in Engineering". The intent is to reduce sex stereotyping and to teach economics and decision making. - BOSTON

Twenty-one women from Boston Technical High School attended two sessions on non-traditional careers for women. These sessions were conducted by a senior nuclear licensing engineer at Boston Edison and an Equal Employment Opportunity staff assistant. - BOSTON

The Ryerson Company hires teachers for summer employment at its 26 plants. Teachers spend an average of eight weeks working at Ryerson plants for an hourly wage, which is equivalent to their regular salary. They spend time in each department talking to the employees about their work, as well as performing actual jobs. Three or four hours per week are unscheduled or flexible to allow teachers to pursue areas of special interests within the company. At the end of summer, the teachers have experienced the entire process from production to marketing. As a follow up, the teachers often invite Ryerson personnel to speak to their classes, organize tours of the plant for their students, and draw upon Ryerson expertise to enrich their curriculum.

In Spokane, Washington, the Ryerson Company concept has been adopted and expanded by the city's Chamber of Commerce to meet the needs of area teachers. The Chamber established the Economic Education Business Experience course for secondary school instructors. Each year, approximately 30 teachers are given the opportunity to study business economics for one week in a classroom setting at a local university. For the next 4 weeks, they work as a guest employee of a firm, participating in all levels of operation and management. They then return to the classroom for a week of "wrap-up" sessions. This cooperation between business, university, and school personnel has proven

valuable for all involved. The positive effects on the knowledge and attitudes of these teachers impact approximately 7,000 students per year. - SPOKANE

FEDERAL PROGRAMS

"We need to break down the barriers that divide our education system...Let the academic preparation be balanced with the vocational...giving every student the opportunity to develop...to the fullest capacity. (We must) make the whole learning process more responsible to the realities of our society... in a variety of ways outside the classroom. For schools and knowledge are not synonymous, and one must learn much of what one needs to know about living outside the classroom."

SIDNEY P. MARLAND, JR., U.S. COMMISSIONER OF EDUCATION, 1970 - 1972

"If we are ever going to solve the problem of unemployment, we need to provide skills and training that will allow the unemployed to get and hold meaningful jobs in their local communities. The only way to move toward full employment without inflation is to assure that our work force has the skills and experience to increase productivity."

RAY MARSHALL, SECRETARY OF LABOR

The Dallas Federation of Commerce has worked with the school district on an 18-month public campaign entitled, "Building Tomorrow Today", designed to let people know more about the public school system. Efforts of the business community have included development of special materials for use by the business community concerning community involvement, booking school displays and films, and a variety of other support efforts. - DALLAS

Hire-A-Kid is a job placement service for youth between the ages of 13 and 19, coordinated by the Birmingham Area Council of Campfire Girls. Interested youth desiring work are matched with individuals and businesses seeking employees. Whenever possible, the matching is done by geographic area to reduce the need for special transportation. Participants pay a $4.00 membership fee each year. This fee entitles them to receive orientation training (required of all participants), specialized training for certain jobs of interest to them (sales, lawn care, child care), and a guarantee of at least one job referral. The required skill training is conducted primarily by business volunteers skilled in the particular job areas. - BIRMINGHAM

The city of Seattle's Youth Work Training Program, Students Incorporated, is a work experience and education program funded by the U.S. Department of Labor through the King-Snohomish Manpower Consortium. The program operates on a year round basis and offers each participant work experience, education, counseling, career exploration, and the opportunity to obtain either a GED or a high school diploma. The enrollee's

participation is tailored to individual abilities, interest, and personal situation. To the extent possible, all Youth Work Training Program activities utilize each enrollee's self initiative and unique learning style and are organized to bring about recognizable success. - SEATTLE

The Harbor City Learning Program is composed of both an in school and an out-of-school component which offers program participants opportunities for viable work experiences and realistic chances to earn a diploma or high school equivalency certificate. The in-school component provides part-time, after-school work experience for vocational curriculum students, aged 14 to 19, who are still in school. Through cooperation with area businesses, job experiences help to bolster classroom learning. Students may choose from any of the five occupational clusters which include business, health, communications, community services, and environmental services. There is also an Exploration Cluster that helps students make informed choices regarding the work and academic components involved in the other five clusters.
- BALTIMORE

Created as a school-community link to provide opportunities for students to participate in community life, the Learning Web offers experiences with the skills and tasks involved in fields ranging from carpentry to weaving, veterinary science to dentistry, auto mechanics to dance. Neither Web apprentices nor the adult volunteers from local businesses (called mentors)are currently paid for their time. The heart of this program is the matching process -- the choice of the adult mentor for a

student is made carefully, based on the student's interests and abilities. The match has defined goals and aims to be interpersonally satisfying for both individuals. Students work from 4 to 12 hours each week and may receive academic credit for their work from many area schools. For most participants, however, academic credit is considered secondary to the experience, skills learned, and contacts established. - PHILADELPHIA

In 1969, Congressman Wright Patman of Texas urged the formation of student credit unions. The Fort Knox Federal Credit Union agreed to sponsor a youth project, and the Fort Knox Dependent Schools approved the idea. Students expressed great interest, adopted the needed by-laws and operational policies, and then elected student officials. The Fort Knox First Student Credit Union received assistance throughout the development process in determining all operational policies of the institution. Students may save, borrow, and acquire secured loan money. All accounts are insured. The sponsor credit union also helps publish The Benefactor, an advertising newsletter developed by students. - FORT KNOX

In Enfield, New Hampshire, students operate the "Social Science Lab", a media studio which, besides preparing school-related materials, develops programs as requested for local groups. Students have developed slide shows on fire prevention for the town Fire Marshal, living history units about the town, and provided student coverage of the 1972 New Hampshire primaries with NBC. This exposure benefits both the school and the students, who gain valuable media and public relations experience. - ENFIELD

When taxpayers in New Lebanon, Pennsylvania voted to put the school on an austerity budget, the federal lunch program was eliminated. The school principal responded by suggesting to the student body that they run their own lunch program. Sparked by student enthusiasm and donated seed money, the student-run lunch program has been operating profitably for several years. Student workers receive academic credit for their experience through enrollment in a Commercial Cooking class.

While businesses were not involved in this particular project, the potential for a similar program with curriculum units tied to needs and techniques of local food service concerns is great. Graduating students who desired a food service career would already have skills needed by the business community.

- NEW LEBANON

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Examples used in this publication were taken either verbatim or summarized from publications on educational programs operating in the cities which are cited at the end of each excerpt.

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For the sake of consistency and space, the masculine pronoun "he" appears in its generic sense throughout this publication.